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ABSTRACT

A competency-based teacher education program is the most complete approach to training bilingual teachers because trainees know what is expected to be certified, change is built into the program, and students receive credit for life experiences. In the sample program described here, an interdisciplinary committee first stated an integrated view of the bilingual teacher in the role description. They then defined the competencies which lead to the development of the abilities described in the role. The complete list of competencies is included and contains the following categories: working with children, working with parents, cultural interactions, diagnosis and prescription, communication skills in the native language, communication in the target language, subject areas, and personal and professional development. When the list of competencies was complete, they were clustered according to general areas and assigned to classes on that basis. Individual instructors then agreed to develop and assess competence within their areas of specialization. A sample class schedule of a methods course in which specific bilingual competencies were to be developed and assessed through sequenced modules is included. (Author)

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Developing a Competency-Based Bilingual Teacher Training Program

by

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Paper presented at the

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Developing a Competency-Based Bilingual Teacher Training Program

There has been a cyclical problem in bilingual education in that it was difficult to know where to begin a teacher training program until more reliable and complete research was done, but without training programs little research was being done. Also until competent teachers are in the field, data will not be available for widespread research.

That cycle has now been broken by states mandating bilingual programs and the federal government underwriting the cost of training programs. Now colleges that are responding to community needs feel they must begin to train competent bilingual teachers.

Regarding research, past experience has shown that either education departments favor the glory of publishing over training excellent teachers or that training programs are based more on isolated pieces of investigation or individual bias than on a total, integrated view of the teacher. This in turn leads to teacher trainees who question what is expected of them in the classroom or who have piecemeal information and/or stereotyped views.

This is not to say that research is not needed. Quite the contrary! Rather this suggests that, although there are several ways to initiate a training program, actual performance should be a basic requirement for certification and that a total

view of the teacher should preceed a list of competencies he or she must have.

In Appendix A an integrated view is stated in the role of the elementary bilingual teacher. This description was designed by an interdepartmental committee consisting of instructors of elementary education methods, Spanish, Mexican and Mexican American history, early childhood education, and educational sociology. Since the program was limited to women, the feminine pronoun was used.

The description of the role was purposefully succinct. After three years of program operation, however, I would suggest a more complete role description.

The ability to change is part of the essence of a competency-based program; it must evaluate and regenerate itself. This is a valuable aspect of any program but esoecially so in a new area. Recent information can modify the structure of the total program.

A competency-based program has other advantages also. It is fairest for all students, since everyone knows exactly what is expected of them before they will be able to be certified. Also, students with first hand knowledge of bicultural life can receive credit for that experience. Monocultural students, on the other hand, must demonstrate competence in dealing with bicultural children. This competence is measured by performance and not by hours credit in language or sociology.

* * *

Once the role has been stated, categories of competencies are determined to describe exactly what the trainee should know

to be able to perform each segment of the role. For instance, in the sample program the first aspect described in the teacher's role is the ability to work with children. Therefore, the first division in the competencies is entitled "Working with Children." The second aspect of the role is the competence for working with parents; thus Part II of the competencies is called "Working with Parents," and so on. In this way the program designers are certain to include all the various facets of abilities deemed necessary by the stated role of the bilingual teacher.

* * *

A competency is a description in behavioral terms. Vague or emotional phrases have no place in the list of competencies. Critics often say that teaching is just as much an art as a skill. That is a point that few would argue. Nonetheless, the nonquantifiable aspects of teaching are difficult to describe much less assess. And there are few teacher trainers who would dare to say they could develop them in a training program.

Vague qualities important to an individual program can be included in an introductory statement, such as, "The college (or department) recognizes that there are several elements of good teaching that cannot be assessed. Our student teachers are expected to be warm, flexible, and responsible as well as competent," or another statement specifically describing the department's ideal of the art of teaching.

* * *

Under each section of Appendix A the committee selected abilities that could be developed in the training program. Assessments were also described but more as an indicator rather than as a definitive statement (see Appendix B).

* * *

After the competencies have been outlined there are several ways to develop and assess them. In the sample program it was felt that adapting competencies to fit organized classes would be the most appropriate method to initiate a pilot program. Classes themselves could be wholly or partially field-based.

Adapting the competencies to a course structure allows for state certification requirements to be met most easily, since these requirements are almost always based on credits. It also fits most easily into the college structure of courses and transcripts.

When the sample list of competencies was complete, all instructors met to cluster the competencies according to general areas and to discuss which they felt could be developed and assessed under their direction. The cooperation of all departments cannot be overemphasized. At times instructors felt that one competency could be best fulfilled in two different classes or even two different departments. In this case, instructors agreed to develop and assess their particular portion of this area. Then the student teaching supervisor would ascertain that the trainee was fully competent in that area. For the most part, however, trainees should prove their abilities before student teaching to avoid last minute recycling.

* * *

Appendix C is an example of the adaptation of competencies to a class in Spanish/English classroom strategies. The instructor of this sample class regrouped the competencies she was responsible for developing and assessing. The numbers to the

right of each unit title refer to those competencies by the numbers on the list of competencies in Appendix A.

Sequenced modules were designed for the development and assessment of those competency clusters. For example, the goal of this class was to prepare teachers to be able to present one concept bilingually, as evident in the final exam. To be able to do this the trainee must first know what bilingual education is and then be able to communicate this to bilingual children. Thus the first two units develop and assess competencies needed in those areas. The following units build on the previous ones, and so on until students are prepared to present a concept in Spanish.

If a student cannot meet the stated level of proficiency, she must recycle within this class. Recycling theoretically permits several opportunities for the student to develop the necessary skills. Since the sample class was designed for pre- and inservice teachers, recycling was not and will probably not be an issue.

* * *

The competency-based program will not guarantee that all graduates of the program will be excellent teachers. It will, nonetheless, provide a just, equitable, and systematic method of training teachers in a fast-changing field that needs exceptional personnel.

The Role of the Bilingual Teacher in the Elementary School

The teacher of bilingual children must have competencies for working with these children and their parents. She must be able to work with children to diagnose and prescribe for individual needs in facilitating the development of skills which support the learning of reading and all other communication skils in both languages, including writing, speaking, listening, spelling, study skills; computational skills; physical development skills; science skills; social skills; cultural understanding; fine arts understanding.

Teacher Competencies by Pole Category

I. WORKING WITH CHILDREN

The student completing the Dominican College Bilingual Education Program will be able to:

A. Respond to needs and emotions of Spanish and English speaking children in a manner which will enhance their sense of well-being.

B. Carry on a conversation with a child in Spanish or English.

C. Demonstrate knowledge of the cognitive, affective, and psychomotor developmental stages of children.

D. Structure a learning environment that fosters the development of a positive self-image.

E. Demonstrate knowledge of the learning environment needed to stimulate cognitive, social, and emotional growth of the young child.

F. Identify stages of growth exhibited by children in real situations.

G. Make sound on-the-spot judgements to deal with unacceptable behaviors through redirection or other desirable action.

H. Respond to unique qualities of each child and build on this uniqueness.

I. Modify programs to allow for a wide range of individual differences in development, interests, and knowledge of both languages.

J. State values and goals for the young child and be able to establish a learning environment consistent with these goals and values.

K. State clearly defined objectives for the bilingual program and be able to communicate them to children.

L. Plan activities with children that are consistent with stated goals and objectives.

M. Summarize and evaluate programs with children.

N. Utilize alternate informative and developmental experiences as they are needed when the situation warrants restructuring.

O. Provide social situations and group experiences through which the individual may learn to carry out self-actualization through socially responsible actions and with consideration for the rights and welfare of other human beings.

P. Help a child set realistic goals for himself and select appropriate means for arriving at these goals.

II. WORKING WITH PARENTS

The student completing the Dominican College Bilingual Education Program will be able to:

A. Communicate with parents so that mutually held values are maximized and values in which there are differences minimized in order to contribute to an optimum learning environment.

B. Take steps to become informed about home life of students.

C. Demonstrate techniques for successful home visits.

D. Keep parents informed concerning school activities and changes occurring in the school schedule.

E. Demonstrate knowledge of family structural patterns unique to different ethnic cultures and SES levels.

F. Explain the purpose and plan for the bilingual program and activities to the parents.

G. Conduct informative meetings and lead discussion groups with parents.

H. Conduct a two-way parent-teacher conference concerning pupil progress.

I. Confer effectively by telephone in problem or emergency situations.

J. Communicate with parents in informal contact situations.

K. Organize and plan for a conference by organizing thoughts and materials prior to the conference.

L. Carry out the leadership functions needed to utilize the assistance of parents, volunteers, and/or para-professionals.

M. Suggest types of activities in which the child can participate in the home to extend his experiences.

III. CULTURAL INTERACTIONS

Students completing the Dominican College Bilingual Education Program will be able to:

A. Indicate knowledge of the Hispanic American cultures.

B. Demonstrate knowledge of ancient Mexican cultures.

C. Demonstrate knowledge of the Spanish influence on indigenous American Cultures.

D. Demonstrate knowledge of the history of the Republic of Mexico.

E. Demonstrate knowledge of the role of the Mexican and Mexican American in the history of Texas.

F. Utilize knowledge of Mexican American social structure, art, and values.

G. Speak and write standard Spanish fluently.

H. Demonstrate knowledge of the local dialect of Spanish and accept it as a means of communication.

I. Demonstrate knowledge of generally accepted American values.

IV. DIAGNOSIS AND PRESCRIPTION

The student completing the Dominican College Bilingual Education Program will be able to:

A. Administer appropriate tests and interpret, evaluate, and prescribe from the results.

B. Prescribe appropriate strategies for implementation.

C. Construct a developmental status profile for any given child.

D. Demonstrate knowledge of alternative programs and strategies to deal with individual and group needs.

E. Diagnose stages of skill development in all curricular areas, giving particular attention to language abilities.

F. Plan a curriculum based on societal demands, the child's individual needs, educational objectives, learning theory, and child development principles.

G. Know when and how to make appropriate use of community referral services.

H. Utilize the results of community referral services in order to adjust the learning environment to meet the needs of the child.

I. Keep accurate and up-to-date records of the results of measurement and evaluation of student learning.

J. Communicate to parents, students, and appropriate professionals the results of measurement and evaluation of student learning.

K. Demonstrate knowledge of evaluation techniques appropriate to children from bicultural backgrounds.

V. COMMUNICATION SKILLS IN THE NATIVE LANGUAGE

The student completing the Dominican College Bilingual Education Program will be able to:

A. Reading

1. Demonstrate knowledge of language development and pre-reading skills.

2. Demonstrate knowledge of reading-related visual and auditory skills.

3. Utilize appropriate strategies in working with children who are ready to learn to read in their native language.

4. Demonstrate knowledge of criteria for measurement of reading readiness.

5. Plan experiences to supplement environmental experiential gaps.

6. Demonstrate knowledge of techniques for working with letter sounds and pre-reading skills.

7. Demonstrate reading and telling stories with animation.

8. Select appropriate stories and poems for a given group of children.

9. Utilize a wide range of appropriate children's literature and poetry.

10. Project the rhythm of language through poetry.

11. Record language experience stories as related by children.

12. Adapt English stories to Spanish.

13. Demonstrate a knowledge of available reading materials in both languages.

14. Locate books published abroad.

15. Design activities which develop skill in determining appropriate context in the native language.

16. Prepare activities to teach phonics in the child's native language.

17. Design activities for teaching English spelling.

B. Speaking and Listening

1. Provide a desirable language model in both languages for the child.

2. Provide experiences for creative expression through language.

3. Demonstrate recognition of any internalized negative attitudes or prejudices that may interfere with or impede support of bidialectal or bilingual children.

4. Demonstrate knowledge of and positive attitude toward the child's language structure if and when he speaks a dialect other than that of the teacher.

5. Direct students toward role playing, creative play, pantomime, creative dramatics, and puppets.

6. Be familiar with and adept at using a wide selection of rhythm games and finger plays.

7. Design activities to guide the child to attach meaning to his experiences.

8. Prepare activities to develop skills in telling a story in sequence.

C. Writing

1. Demonstrate knowledge of the stages of development of manuscript writing.

2. Utilize various activities to strengthen hand muscles.

3. Demonstrate model hand writing.

4. Demonstrate skill at teaching copying.

5. Demonstrate ability to stimulate creative writing.

VI. COMMUNICATION IN THE TARGET LANGUAGE

The student completing the Dominican College Bilingual Education Program will be able to:

A. Demonstrate a knowledge of the sounds of Spanish and English.

B. Demonstrate a knowledge of the structures of Spanish and English.

C. Indicate knowledge of points of interference between the native and the target language.

D. Demonstrate ability to order, by points of interference and by frequency, the structures of each target language and the timetable for introducing each structure.

E. Present vocabulary through units of related items and in context.

F. Design exercises for stressing pronunciation by contrasting pairs.

G. Design all curriculum so that each concept is taught four ways, in both languages as native languages and in both languages as second language.

VII. MATHEMATICS

The student completing the Dominican College Bilingual Education Program will be able to:

A. Demonstrate knowledge of fundamental mathematics concepts.

B. Demonstrate knowledge of mathematics terminology and symbols.

C. Demonstrate knowledge of alternative techniques for teaching mathematics concepts.

D. Plan effective means for teaching mathematics concepts with consideration for the student's cultural background.

E. Demonstrate knowledge of concrete and semi-concrete learning materials.

VIII. SOCIAL STUDIES

The student completing the Dominican College Bilingual Education Program will be able to:

A. Develop planned experiences and activities that result in demonstration of understanding of generally accepted moral and ethical values.

B. Plan, execute, and evaluate strategies and techniques for guiding and reinforcing moral and spiritual development.

C. Present resource unit for examination of organization, objectives, materials, presentation, and self-evaluation.

D. Plan, execute and evaluate a field trip, introducing children to community facilities and resources.

E. Plan, execute, and evaluate oral exercises and/or field experiences that foster the child's understanding and appreciation of the unique differences in people.

F. Plan, execute, and evaluate a field trip, introducing children to public servants and the roles they play in society.

IX. SCIENCE

The student completing the Dominican College Bilingual Education Program will be able to:

A. Demonstrate knowledge of means of teaching systematic problem-solving.

B. Demonstrate knowledge of scientific philosophy.

C. Demonstrate knowledge of means of teaching scientific principles to young children.

X. HEALTH AND PHYSICAL EDUCATION

The student completing the Dominican College Bilingual Education Program will be able to:

A. Demonstrate knowledge of basic health and safety principles.

B. Demonstrate knowledge of games and physical activities appropriate to bilingual children.

XI. ART

The student completing the Dominican College Bilingual Education Program will be able to:

A. Utilize art as a means of self-expression.

B. Demonstrate knowledge of characteristic stages of growth in children's art.

C. Select and utilize appropriate media and procedures.

D. Plan learning experiences that encourage the child to use art as a means of interpretation.

XII. MUSIC

The student completing the Dominican College Bilingual Education Program will be able to:

A. Utilize music as a means for teaching children to express themselves creatively.

B. Demonstrate knowledge of developmental stages in singing and rhythms.

C. Select and tulize appropriate procedures for teaching music skills.

D. Demonstrate knowledge of a wide range of songs and music activities suitable for young child.

E. Demonstrate knowledge of music and rhythmic expression representative of a variety of cultures.

XIII. CREATIVITY

The student completing the Dominican College Bilingual Education Program will be able to:

A. Demonstrate knowledge of general characteristics of creativity and ways to foster its growth.

B. Plan a learning environment utilizing open ended experiences which nurture creativity.

C. Incorporate opportunity for creative expression into each school day.

D. Demonstrate use of activities which develop awareness of the five senses.

E. Demonstrate knowledge of means of enhancing parents' understanding of creative expression in order to facilitate its growth in the child.

XIV. PERSONAL AND PROFESSIONAL DEVELOPMENT

The student completing the Dominican College Bilingual Education Program will be able to:

A. Participate actively in at least one professional organization vitally concerned with bilingual education.

B. Demonstrate knowledge of means available for continuing professional growth.

C. Behave in a manner consistent with ethics of the teaching profession.

D. Work co-operatively with peers and school personnel.

E. Demonstrate knowledge of the history and philosophy of bilingual education.

F. Demonstrate knowledge of current research concerning bicultural youth.

G. Demonstrate knowledge of the rationales for contemporary bilingual educational programs in this country.

H. Demonstrate cognizance of personal philosophy of education.

I. Design a bilingual curriculum consistent with the student's philosophy of education.

J. Demonstrate ability to utilize space and materials under varying conditions of availability.

K. Utilize various types of educational media.

L. Demonstrate ability to organize in a logical sequence and to plan work ahead.

M. Demonstrate flexibility as changing situations call for adaptation.

N. Demonstrate knowledge of means of self analysis to determine the degree to which his innate attitudes and values affect children.

ASSESSMENTS FOR TEACHER COMPETENCIES BY ROLE CATEGORY

The Following Statements of Assessment of Student Performance correspond to Statements of Teacher Competencies and are Assigned like Identifying Symbols.

Through departmental concensus, and/or individual instructor decision, each specified competency will be assessed on the basis of a stated situation and an accepted performance level.

I. WORKING WITH CHILDREN

A. Complete a study of a child, following extensive observation, and describe specific needs and emotions. Follow by designing specific teaching strategies which meet those needs and help the child to exhibit positive behaviors.

B. Critique a video tape of the student's conversation with a Mexican-American child and with an English speaking child, showing instances of encouragement and openness, as well as listening and responding to the children's comments.

C. Describe orally or in writing stages of cognitive, affective, and psychomotor developmental stages of children; e.g., write developmental profiles for three children of different ages.

D. Submit a floor plan which includes learning centers allowing for pupil-made decision. Describe teacher behaviors which facilitate development of a positive self-image. Demonstrate use of these behaviors in a real learning situation.

E. Describe how each learning center can be used to stimulate cognitive, social and emotional growth of a child. Select one learning center and video tape a child; critique for evidence of those behaviors.

F. Video tape a small group of children in a learning environment. Describe stages of growth evidenced by their behavior during a ten minute viewing.

G. Suggest redirection of behavior or a positive alternative, given situations via role playing calling for decisive action.

H. Complete a case study of a child, include behavior and language which illustrate unique personality. Plan individualized instruction to incorporate uniqueness.

I. Show how a given specific elementary class curriculum could be modified to accommodate the unique child.

J. State personal values and goals for the young child orally or in writing. Plan learning activities which allow for behaviors compatible with the stated goals and values.

K. Write or verbalize behavioral objectives including conditions and criteria. In a simulated situation relate these objectives to a group of children from mixed cultural backgrounds.

L. Plan activities with a small group of children which are compatible with previously stated goals and objectives (K).

M. Guide children to summarize and evaluate the activities of a regular elementary class session, according to pre-specified criteria.

N. Plan alternative experiences to accommodate achievement of stated goals, given objectives and specified informative and developmental experiences for a group of children.

O. Plan a learning environment which includes a situation in which each child can assume individual responsibility and share in the assumption of group responsibility by regularly assigned tasks, e.g., looking after personal and school property, selecting work activities, and fulfilling housekeeping tasks.

P. Communicate with a child, guide him to set short and long range goals, and select means of accomplishing these goals.

II. WORKING WITH PARENTS

A. Demonstrate via role playing the emphasis of mutually held values and de-emphasis of dissimilar values.

B. Compare data collected by student with specified data collection model.

C. 1) Analyze role playing situation in class by using video tape.
2) Evaluate data collected through a structured assessment device to be used with parents following a student home visit.

D. Provide evidence of attempt by student to keep parents informed.

E. Identify family structural patterns under simulated or real conditions.

F. Develop a ten minute audio tape and/or role playing activity clearly delineating curricular goals and plans for augmentation.

G. Conduct a simulated informative meeting according to pre-specified criteria.

H. Lead a parent discussion group, real or simulated. Simulate parent-teacher conference, using audio or video tape for feedback analysis of two-sided communication.

I. Under simulated conditions, confer with parents via telephone regarding a problem or emergency.

J. Annotate and evaluate a minimum of three informal parent-contact situations.

K. Submit detailed conference plans in writing. Simulate a conference setting, utilizing plans with minimal notes.

L. Construct a lesson plan incorporating assistance of parents, volunteers, and/or para-professionals. Carry out the lesson with a group of children utilizing one or the above three mentioned.

M. Develop a specified number of home activities which parents may utilize with children, stating age and specific learning needs.

III. CULTURAL INTERACTIONS

A. Participate in at least two cultural events per year sponsored by the Mexican American Student Association on campus or by other local Hispanic organizations.

B. Describe orally or in writing the civilizations of ancient Mexico; e.g., construct and explain an illustrated time-line of pre-Columbian cultures.

C. Describe orally or in writing the influence of Spanish culture on the indigenous American cultures.

D. Describe orally or in writing the history of the Republic of Mexico, including the effect on Mexican culture of the Indian, the Spaniards, the colonial life, Independence, Juarez, and the 1910 Revolution.

E. Describe orally or in writing the role of the Mexican and Mexican American in the history of Texas.

F. Write or verbalize a description of the developments of Mexican American fine arts. Given certain social events or problems, describe the typical Mexican American reactions and the traditions and values leading to that reaction.

G. Perform Spanish by writing tests, memorizing literary classics, writing creative works in Spanish, interviewing native speakers, and presenting content courses in Spanish.

H. Interview local Spanish-speakers. Explain the interference of English on the local Spanish dialect, comparing this interference with bicultural influence in the history of Spanish (e.g., Arabic with Castillian). After listening to a tape with various speakers of Spanish, state attitudes toward the speakers, and modify prejudiced attitudes when necessary.

IV. DIAGNOSIS AND PRESCRIPTION

A. Select appropriate tests and administer, interpret, evaluate, and prescribe from the results, when given a specific number of children.

B. Describe in writing appropriate strategies for implementation of test results after completion of "A".

C. Observe a child and construct a developmental status profile.

D. Incorporate strategies from a minimum of three programs to deal with individual and group needs for a hypothetical class.

E. State the stage of skill development of three children of varying age, sex, and SES, in reading, speaking, listening, writing, computation, social studies, science, music, art, and muscular coordination; emphasize their level of competence in Spanish and English.

F. State societal demands for bilingual education, children's individual needs, educational objectives, learning theory applied to bilingual education, and child development principles when given a specific class. Plan a year's curriculum.

G. State and describe functions of community referral services; given three problem cases, select appropriate agency and state method for contacting.

H. State plans for incorporating findings into the learning environment, after referral services have been selected.

I. Keep weekly records on an elementary bilingual class one semester.

J. Role play verbal communication for all three written descriptions for parents and professionals.

K. List and describe several evaluation techniques appropriate for areas of reading-readiness, visual descrimination, psychomotor skills, concept level.

V. COMMUNICATION SKILLS IN THE NATIVE LANGUAGE

A. Reading

1. State, describe, and give examples of each stage of language development and pre-reading skills.

2. Describe visual and auditory skills required for reading.

3. Identify strategies compatible with the stage of development and mode of learning of a small group of children who show evidence of reading readiness.

4. List and utilize criteria to measure reading readiness for a small group of children.

5. State general experiences expected of middle class American children starting school. After observation and individual interviews with a small group of children from mixed cultural backgrounds, plan field trips or simulated experiences to supplement experiential gaps.

6. Utilize appropriate techniques for working with letter sounds and pre-reading skills, (e.g., design exercises for naming pictures or objects beginning with same or different sounds) in both Spanish and English with a specified group of children.

7. Video tape storytelling and reading. Critique for specified skills. Tell a story to a group of children. Evaluate response by children's retelling story.

8. State, describe, and give examples and criteria of stories and poems in both languages which are the most appropriate for given groups of bicultural children.

9. State, describe, and evaulate a variety of children's literature and poetry in both languages which is appropriate for elementary school children.

10. Plan learning experiences for specified groups of bicultural children utilizing children's poetry in both languages with various means of expressing rhythm.

11. Plan a learning experience and record a group story with a specified group of children then evaluate.

12. Select a story in English in which the cultural values do not clash with those of the Spanish-speaker and translate into standard idiomatic Spanish geared to the level of the assigned class.

13. Collect a bibliography of literature for children written in Spanish. Briefly summarize methods for keeping abreast of new publications in both languages.

14. Collect catalogues and addresses of foreign publishers and American importers of books written in Spanish.

15. Present a lesson in which the child must provide words in context, e.g., insert omitted words in a short story in his native language.

16. Present a model phonics lesson. For example, the child will be able to recognize similar sounds and be able to deduce pronunciation of new words with similar sounds.

17. Plan and present a spelling lesson, according to specified criteria, in which specific letters and their sounds are stressed.

B. Speaking and Listening

1. Record a set of instructions in each language. Critique for diction, appropriate vocabulary, structure, and intonation.

2. Design a lesson incorporating a prespecified minimum of techniques of creative expression through language; test and modify.

3. Listen to audio in both languages with speakers representing a variety of ethnic and socio-economic backgrounds. Complete a specified attitude survey for each speaker. Discuss results and plan for modification.

7. Attach verbal symbols in the child's native language to objects and experiences in the learning environment through labeling and child-adult interaction.

8. Utilize multimedia to plan and teach a lesson on sequence in a real or simulated class.

C. Writing

1. List sequence of development in children's manuscript writing.

2. Compile a list of activities for children to use to strengthen hand muscles. With a specified group of children, prescribe for individual needs. Test for improvement.

3. Write in manuscript that meets prespecified standard.

4. Prepare and present a lesson in which, by use of multimedia, the child begins to attach meaning to written symbols by copying sentences he has dictated to the teacher. Evaluate by fulfillment of prespecified objectives.

5. Present a lesson in which audio or visual stimuli are employed to motivate a creative writing assignment.

VI. COMMUNICATION IN THE TARGET LANGUAGE

A. Locate the points of articulation of both languages on a drawing of the vocal organs.

B. Write in descending order of importance according to linguistics and frequency, the interference of English structures on learning the structures of Spanish (or vice versa).

C. Write in descending order of importance the pronunciation and intonation interference of Spanish sounds on English and vice versa. Present a year's lesson plan for a given elementary level for teaching English as a second language and for teaching Spanish as a second language.

D. Choose one language and detail several day's lessons, at least one at the first of the year and one in the latter part of the year, using the previously mentioned lesson plan. Include several types of drills.

E. Design a unit from the middle of the year in which vocabulary would be taught based on a picture or oral story; using the same year's plan and the language not used in E. Example units could include clothing, foods, etc.

F. Present a lesson in which children will have to identify which are English and which are Spanish words. Concentrate on one area of difficulty.

G. Design and prepare at least four lessons in a content course (i.e., math, social studies) in which language skills are also introduced and/or reinforced. The lessons must teach similar concepts but with different language skills. The lesson will be designed for a specific elementary level. Each child will receive two similar lessons, one in his native language and one in his new language. The lesson must be designed to reinforce the concept without repeating or translating it.

VII. MATHEMATICS

A. Design, develop, and present approaches for teaching specific mathematical concepts.

B. Define and use in oral and written form, mathematics terminology and symbols in a variety of student performance situations.

C. Develop learning activities in which preparedness for use of one or more of a variety of techniques is indicated.

D. Develop learning activities which are designed to accommodate cultural differences.

E. Select or construct and utilize appropriate concrete and semi-concrete learning materials in instructional planning.

VIII. SOCIAL STUDIES

A. Develop planned experiences and activities that result in demonstration of understanding of generally accepted moral and ethical values.

B. Plan, execute, and evaluate strategies and techniques for guiding and reinforcing moral and spiritual development.

C. Present resource unit for examination of organization, objectives, materials, presentation, and self evaluation.

D. Plan, execute, and evaluate a field trip, introducing children to community facilities and resources.

E. Plan, execute, and evaluate oral exercises and/or field experiences that foster the child's understanding and appreciation of the unique differences in people.

F. Plan, execute, and evaluate, a field trip introducing children to community helpers and the roles they play in society.

IX. SCIENCE

A. Plan learning activities which provide opportunitues for children to apply scientific method in problem-solving.

B. Present a personal philosophy of science and develop learning experiences which indicate implementation of that philosophy.

C. Design, develop and present learning experiences for children which illustrate scientific principles relevant to their stages of development.

X. HEALTH AND PHYSICAL EDUCATION

A. Design, develop, and present approaches for teaching health and safety concepts and practices.

B. Utilize a wide variety of physical activities and games in planning for teaching.

XI. ART

A. Design a variety of motivational experiences which result in children's self expression through art.

B. State and describe in oral or written form stages of children's growth in art. Identify children's drawings by growth stage.

C. Plan a creative art experience which utilizes media and procedures appropriate for the child.

D. Design a learning experience which integrates literature and art, utilizing art as a means of interpretation.

XII. MUSIC

A. Plan learning experiences which direct children to express themselves through music.

B. State and describe, in oral or written form, the child's developmental stages in singing and rhythms.

C. Plan, execute, and evaluate a learning experience utilizing appropriate procedures for teaching music skills.

D. Plan a series of music activities for children using a wide variety of music and procedures.

E. State basic characteristics of music and rhythmic expression of various ethnic groups. Plan a learning experience incorporating songs and rhythms indigenous to local minority groups.

XIII. CREATIVITY

A. Devise learning experience in which a small group of children express themselves creatively through play, dramatics, rhythmic movement, art and music.

B. Design, develop and present plans for allowing individual children to express themselves creatively.

C. Plan, execute and evaluate a learning center experience to enhance awareness of each of the five senses.

D. Present techniques for working with parents such as, planning and leading a parent discussion group on creativity under real or simulated conditions. Utilize pre and post questionnaires to indicate attitude change.

E. State, in oral or written form, general characteristics of creativity and means for encouraging its growth.

XIV. PERSONAL AND PROFESSIONAL DEVELOPMENT

A. Indicate activity such as membership, holding office, attendance at meetings, participation in committee work, and organizational conferences or conventions.

B. Investigate representative schools system in-service programs, post baccalaureate, and graduate formal education seminars, and workshop opportunities offered by professional organizations and regional service centers.

C. Adhere to modes of behavior indicated in state adopted code of teacher ethics.

D. Indicate co-operation with peers and school personnel vis-a-vis. Analysis of data gathering devices such as questionnaires, interviews and self evaluation.

E. Narrate the development of early childhood education through oral or written examination, classroom participation and/or application of research to specific problems.

F. Indicate knowledge of current research concerning the young child through oral or written examination, classroom participation, application to specific problems, and/or development of annotated bibliography.

G. State and compare in oral or written form rationales for specified contemporary bilingual educational programs.

H. State and defend his personal philosophy of education when given educational issues to interpret.

I. Modify a specified curriculum model so that it is consistent with the student's philosophy of education.

J. Modify given models of learning facilities which vary in amounts of materials and space, to accommodate specific learning needs.

K. Write comprehensive lesson plans. Have instructional materials ready. Preview audio-visual materials.

L. Operate various equipment. Select, design and/or construct instructional materials for various areas of the curriculum. Incorporatee appropriate audio-visual materials in lesson plans.

M. Cope effectively with an unexpected event in a simulated or real situation.

N. Select and use instruments or techniques for self analysis. Describe possible effects of personal values and attitudes on young children.

Spn 431 Spanish for Bilingual Classes

UNIT I BILINGUAL EDUCATION (XIV A, F, G, M)

A. Definition

B. Rationale

1. Social

2. Linguistic

UNIT II CULTURAL QUESTIONS (III H; IV K, L; V B 1, 3, 4; I A, B,K; II A, E, F)

A. Stereotypes

B. Dialects

C. Culture-free Evaluation

D. Communicating with Children

E. Communicating with Parents

POST TEST: Explain bilingual education to children. Minimum 80%. Graded 10% each on the following: use of local Spanish, definition of problem; organization; building child's self esteem; working the child's response; originality; nonverbal communication; language model. And 20% on content.

UNIT III DESIGNING CONTENT COURSES (VI G; XIV L)

A. Systematic Learning

B. Language Learning in Content Areas

UNIT IV CONTENT AREAS (V A 13-16; X B; III F; XI A, C, D; XII D, E; VII D; VI E).

A. Reading

B. Science and Health

C. Social Studies

D. Fine Arts

E. Mathematics

F. Language Arts

POST TEST: Prepare a demonstration class in which you will be graded on use of child's cultural background 10%; handling interruptions 5%; language expansion 10%; effective presentation of content area 25%; use of media 5%; language model 5%; individualized activities 15%; eliciting class response 5%; contributing to students' self esteem 10%.